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AUTHOR Caselli, Ron
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ABSTRACT

The secondary teacher is provided with very specific behavioral objectives for a black history program which may exist separately or be woven into the existing curriculum. The resources for achieving these objectives are listed, and include books, periodicals and films, however, the specific means of utilizing these resources are left to the creativity of the individual teacher. An emphasis is placed on group interaction in the classroom and role-play techniques as methods for achieving true racial tolerance. (JLB)



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**AN INSTRUCTIONAL PLAN FOR
TEACHING BLACK HISTORY**

by
Ron Caselli
Coordinator of Ethnic Studies

**Sonoma County Office of Education
2555 Mendocino Avenue
Santa Rosa, California**

INTRODUCTION

White students have much to gain from exposure to the American black subculture, rich as it is in heritage, in creativity, and in depth of feeling. These are areas, according to sociologists, fast disappearing from the amalgam imposed by modern, white, majority group standards.

Instruction about the black heritage is in no way just a matter of appeasing black students, or their parents. Black studies are as relevant to the rural, all-white schoolhouse, as to the differentiated urban high school. Respect for cultural differences has long been an abstract value of American education. Development of ethnic studies curricula stands to make that ideal a reality. The positive potential of these new areas of instruction is vast indeed.

The following list of instructional objectives was developed by members of the black studies section of the Sonoma County Ethnic Studies Curriculum Committee, an advisory group of teachers and parents concerned with upgrading local education. It marks the second of a series of direct aids to teachers wishing to provide relevant instruction in ethnic studies. In February, 1970, the Sonoma County Office of Education published The Minority Experience: A Basic Bibliography of American Ethnic Studies for area educators.

Chairmen for the black studies section are James M. Frazier and O. P. "Platt" Williams, whose contribution to this document would be difficult to overstate. An initial draft of the program was adopted, in summer, 1968, by the Santa Rosa City Schools Board of Education, for use in secondary schools. Mr. Frazier and Mr. Williams mobilized community forces behind the document, and subsequently brought about significant changes in the local educational scene.

The encouragement and support of the Santa Rosa — Sonoma County branch NAACP should also be recognized as a prime factor in the development of the current document.

This teaching plan is designed to guide the secondary social studies teacher in initial attempts to bring relevant instruction about black Americans to students. From an administrative point of view, school districts are beginning to realize that there are not enough black teachers available to meet increasing needs for ethnic studies instruction. This means, of course, that white teachers must be ready to do the best they can, at least

for the present. Many white teachers are poorly prepared to teach black studies, and will need all the assistance they can obtain. Top quality teaching, however, is not just a matter of racial or ethnic background, and the creative white teacher can and must do a competent job.

An attempt to get away from the usual "unit" format will be obvious in this document. A "unit" of instruction is usually more specific, and limiting, in terms of time, equipment, and grade level. Thus, the phrase "teaching plan" or "list of instructional objectives," seems more open-ended; more adaptable to the contributions of the creative teacher.

One of the great difficulties confronted in creating the present document had to do with coordinating general inquiry areas with specific behavioral objectives. The latter area may be of greater concrete benefit to teachers, in that results of instructional efforts are testable. Yet, the necessity to write the plan without regard for tight grade level or time considerations, has complicated the task. For whatever slips in specificity may be noted, the reader is asked to chalk it up to this dual purpose of the document, and to fill in the grey areas according to the needs of his students.

Recent studies have shown that students learn best when their feelings are involved in what they are doing, when responses are not merely "off the top of their heads." The present plan, therefore, has been designed for group interactions, with as much "concreteness" as possible. It is felt that in human relationships lies the key to racial tolerance; not in bookish or pious phrases, or even in voluminous researches.

Additionally, it appears that an individual can only become aware of his "inner self," as opposed to some outside, idealized picture of himself, through the medium of interaction with other individuals. Questions that may arise as the teaching plan evolves, questions that may require research and the writing of reports, are logical consequences of youthful inquiry. The "facts" are important in superstition-filled areas, but the interaction of individuals and groups may, in the long run, prove more beneficial to the American experience.

No time limits are suggested for the teaching plan. The procedures, hopefully, may be useful to the semester-elective instructor, as well as to the history or government teacher who seeks to add current meaning to his course outline.

A controversy exists, it is true, between those who advocate separate elective courses, and those who insist that ethnic studies be sandwiched into existing American history class outlines. It is not the purpose of this resource plan to deal with that issue. The present document has been

written to provide both positions a workable set of behavioral goals.

No suggestions for optimum grade-level use of this plan can be offered either. The procedures were written for the use of the secondary teacher, but there are certainly useful implications for the elementary grades. The instructional objectives of a study of black contributions to the American experience tends to transcend any designation as limiting as "grade level." Considerations of language, or reading, levels are the responsibility of the teacher who must, in any event, tailor material to the individual capabilities of students.

In short, this teaching plan is designed to provide teachers, at many levels, with concrete and specific procedures from which to build a sound program of black studies instruction.

The bibliography is a basic reading list for teachers, not necessarily for students. If the instructor knows his material, the student, through the magical selection and filtration process that is teacher-student interaction, will inevitably gain. A basic film list is also included for professional evaluation. Addresses of film rental agencies are given, and instructors are urged to correspond directly for information on previewing procedures.

Finally, teachers are invited to respond to the teaching plan; to point out its shortcomings and strengths in terms of local school situations. In this way, necessary updating and improvement may be accomplished.

Ron Caselli
Summer, 1970

1. Inferential Purposes of the Black History Program

A. Broad, Overall Objectives

- 1. After what the teacher considers a sufficient period of instruction, students will demonstrate ability to pass (i.e., 7 of 10 ratio, or 70 percent) series of teacher-constructed examinations on each of the following areas:**
 - a. Of several test items, students will be able to choose and identify those aspects of historical racial differences which are biological (i.e., "unchangeable") and those which are cultural or environmental (i.e., "changeable").**
 - 1) Biological aspects will include instruction and discussion about skin pigmentation, facial and body structure, rhythmic and athletic capabilities or shortcomings, intelligence, physical inferiority or superiority, and major racial classifications among peoples. Major instruction-emphasis will be placed upon the examination of racial and ethnic myths and stereotypes.**
 - 2) Cultural aspects will include instruction and discussion about educational, vocational, economic, medical, and psychological opportunity, or its lack, and about consequent effects of inequality upon personal and social development.**
 - 3) Role playing situations will be structured to bring about opportunity for expression of feelings and thought, and to assist attainment of the following behavioral objectives:**
 - a) Gain the ability to honestly appraise areas of interracial and intercultural differences.**
 - b) Gain the ability to deal with racist attitudes in oneself, and, subsequently, in others.**
 - c) Gain the ability to anticipate, and be sensitive to, people's feelings in interracial activities.**

II. Basic Historical Content of the Black History Program

A. Of the following black historical figures, students will be able to obtain 70 percent passing grades on tests which match the person with his contribution to the American experience.

1. Ira Aldridge
2. Marian Anderson
3. Crispus Attucks
4. Benjamin Banneker
5. James Beckwourth
5. Mary McLeod Bethune
7. Edward Brooke
8. Gwendolyn Brooks
9. Ralph Bunche
10. George Washington Carver
11. Wilt Chamberlain
12. Mrs. Shirley Chisholm
13. Francis L. Cardoza
14. Josep Cinque
15. Paul Cuffe
16. Benjamin O. Davis, Sr.
17. Martin Delany
18. Frederick Douglass
19. Charles R. Drew
20. W.E.B. Du Bois
21. Paul Lawrence Dunbar
22. Charles Evers
23. Marcus Garvey
24. Matthew Henson
25. Langston Hughes
26. Jack Johnson
27. James Weldon Johnson
28. Martin Luther King, Jr.
29. Thurgood Marshall
30. Jan Matzeliger
31. Dorie Miller
32. Gordon Parks
33. A. Phillip Randolph
34. Hiram Revels
35. Norbert Rillieux
36. Paul Robeson
37. Jackie Robinson
38. Peter Salem
39. Dred Scott
40. Robert Small

41. Henry O. Tanner
42. Sojourner Truth
43. Harriet Tubman
44. Nat Turner
45. Denmark Vesey
46. Booker T. Washington
47. Phyllis Wheatley
48. Daniel Hale Williams
49. Richard Wright
50. Malcolm X

B. On an objective test developed for the purpose, or by essay statements, students will be able to identify three major historical ramifications from each of the following dramatic periods in the history of the American Negro. Emphasis is to be placed upon implications for the black citizen in American historical development.

1. First Negroes land at Jamestown
2. Crispus Attucks' role in the Boston Massacre
3. The Nat Turner Revolt
4. The American Civil War
5. The Emancipation Proclamation
6. The Reconstruction Period and the election of black legislators
7. The Atlanta Compromise
8. The 1954 Supreme Court Decision on school desegregation
9. The Montgomery bus boycott
10. The Little Rock school crisis
11. Voter registration drives and student sit-ins of the early 1960's
12. The Militant Movement

C. Of several quoted statements on a test, students will be able to identify, either through paragraph, or essay examinations, the basic philosophical position of the following black leaders. Generalizations like "non-violence," "separatism," "Back-to-Africa," "accommodation," are allowable answers.

1. Frederick Douglass
2. W.E.B. Du Bois
3. Eldridge Cleaver
4. Marcus Garvey
5. Martin Luther King, Jr.
6. Booker T. Washington
7. Roy Wilkins
8. Malcolm X

- D. From the following list of organizations, students will be able to match group names with suitable descriptive generalizations. (A write-in-the-generalization test is acceptable, if preferred. Such items as "NAACP," matched with "oldest of American civil rights groups," or with "merged with and expanded the Niagra Movement " are acceptable. Specific content of items may be determined by the teacher.)

1. Black Muslim Society
2. Black Panther Party
3. Congress of Racial Equality (CORE)
4. Organization of Afro-American Unity
5. National Association for the Advancement of Colored People (NAACP)
6. National Urban League
7. Southern Christian Leadership Conference (SCLC)
8. Student Non-violent Coordinating Committee (SNCC)

- E. Of the following representative list of African historical periods, students will achieve a 70 percent or better score on a test designed to match names with specific contributions to human history. (Written generalization quizzes are acceptable.)

1. Nok culture (Nigeria), 1200-200 B.C.
2. Reign of black pharaoh Ra Nahest and Hyksos Invasion of Egypt, 1700-1580 B.C.
3. Ethiopian domination of East Africa, 8th Century B.C.
4. Kingdom of Ghana, c.100-1100 A.D.
5. Kingdom of Mali, c.600-1400 A.D.
6. Kingdom of Songhai, 700-1550 A.D.
7. European colonization, 1880-1950's A.D.
8. Self-government again, 1960's —

(NOTE: Emphasis in the area of the African background may be broad or specific, depending upon interests by the student group. For example, one group may be interested in political development, while another is concerned with agricultural developments. Yet another group may choose to study the art of the period. Reporting activities may be used to pool information prior to testing.)

- F. Students will be required, in their respective turns, to play interracial roles based upon problem situations. Structures for this role playing may take the form of one-to-one confrontation, or dramatic skit, or team debate. Whatever the structure, students will be required to assume the role most unlike their own

background. Thus black youngsters will play white roles, poverty children will play middle or upper class roles, and so on.

1. Sample settings for role playing —

- a. "Johnnie," a black child, feels he has been unfairly dealt with by "Mrs. Smith," his (white) teacher. He has been singled out of a mixed group for scuffling in line, and sent to the rear. He voices his feelings to the teacher, and she responds to his objections...
- b. "Mrs. Jefferson," a black parent, comes to school to ask for an explanation of her son's falling grades on his report card. "Mrs. Smith," a white teacher, is required to justify her evaluation of young Jefferson...
- c. "Johnnie" has been sent to the office for what his teacher called "disruptive behavior and hostile attitude." He has been sitting outside the white principal's door for some 20 minutes, and has become anxious about what's in store for him. The principal, for his part, is anxious not to upset racial neutrality in his community, and yet feels he must support "Mrs. Smith's" authority...
- d. "Mrs. Jefferson" has been called to school to discuss her son's "attitude toward authority." She senses that the school administration would like to expel the child (or transfer him elsewhere), thereby getting rid of a recurring problem. She, however, has a definite concern that her son get all the education he can at this school, in spite of what he, or his teachers, may say to the contrary. The principal, again, feels compelled to stay in the middle between black and white communities...
- e. "Jim," a white junior, was recently cut from the junior varsity football squad. His father is convinced that, given the amount of black athletes kept on the team, the coaches are simply trying to head off racial troubles. Jim has accepted this notion, and is fortifying his sixteen years of anti-Negro feelings. He brings these feelings to class...
- f. "Jane," a white, high-achieving student, is confused by the black studies section of her government class. She feels competent to excel in reports and tests, but she is concerned that she feels unable to enter into

frank, racial discussions with black students in the class. She fears she might be down-graded for not taking an active role in discussions...

2. Other role playing situations may be constructed around the following conflict areas:
 - a. Seeking more black representation in student government.
 - b. Forming a Black Student Union, or Afro-American Society, at school.
 - c. Increasing black community participation in PTA, or other parent groups.
 - d. Attempting to interest people in a playground facility for a segregated neighborhood.
 - e. Organizing a neighborhood beautification campaign.
 - f. Establishing talks with teachers and administrators about increasing black culture courses at school.

III. Development of Skills Within the Black History Program

- A. At the conclusion of the black studies instructional period - i.e., after the period of time allotted by the instructor for development and conclusion of the program's objectives - students will be required to perform the following tasks to the teacher's satisfaction. (Teachers may require quantitative or qualitative, objective or subjective, proofs of student competency.)
 1. Through written, or spoken, reporting, students will make specific references to their sources of information, whether acquired through their reading, or by listening to speakers or tapes, or by viewing films and filmstrips. (Evaluation may be left to the teacher's satisfaction, or to the satisfaction of a group of fellow students.)
 2. Through written, or spoken, reporting, students will synthesize random ideas into a general statement, suggesting, in the process, that the student has selected groups of ideas from his resources, and placed them into some kind of meaningful whole. (Evaluation may be left to the teacher's satisfaction, or to the satisfaction of a group of fellow students.)

3. Through written, or spoken, reporting, students will evidence some measure of gain in their individual ability to express newly acquired ideas.
4. Students will achieve a 70 percent or better score on a written vocabulary test, based upon 50 keywords drawn from the black history course.
5. Students will achieve a 70 percent or better score on a teacher-constructed reading test, designed to evaluate gains in competency. Areas like comprehension and word-attack skills will be included. Emphasis in this objective shall be on diagnosis, rather than grading.
6. Students will demonstrate, to the teacher's satisfaction, or to the satisfaction of a group of fellow students, observable gains in the ability to use library, or instructional materials center, resources. Items such as ability to effectively look up information in card catalogs and the Reader's Guide to Periodical Literature should be included.
7. Students will demonstrate, to the teacher's satisfaction, or to the satisfaction of a group of fellow students, observable gains in the following social skills areas:
 - a. Contribution to the work of a task-oriented group.
 - b. Assumption of responsibility for assessing directions to take, and carrying out planned procedures toward accomplishment of group goals.
 - c. Cooperation in working toward group goals.
 - d. Assumption of leadership qualities, when required, in the evolution of group goals.

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